

## Fifth Grade Module 5: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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Module 5 End-of-Module Assessment									
Question	Domain			Standards					
	Number and Operations – Fractions			Measurement and Data			Geometry		
1	1	2	3	4					
2	1	2	3	4					
3					1	2	3	4	
4	1	2	3	4					
5					1	2	3	4	
6									

Domain Score	Number and Operations – Fractions		Measurement and Data		Geometry	
Total Points						
Level	4	11-12 pts	4	7-8 pts.	4	4 pts.
	3	8-10 pts.	3	5-6 pts.	3	3 pts.
	2	5-7 pts.	2	3-4 pts.	2	2 pts.
	1	3-4 pts.	1	2 pts.	1	1 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Fifth Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

#### Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

#### Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- a.** A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
- b.** A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- 5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- b.** Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

#### Classify two-dimensional figures into categories based on their properties.

- 5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- 5.G.4** Classify two-dimensional figures in a hierarchy based on properties.